

Texas Education Agency Standard Application System (SAS)

2018–2019 Texas Education for Homeless Children and Youth		
Program authority:	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	September 1, 2018, to August 31, 2019	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 APR -3 PM 8:18 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Application deadline:	5:00 p.m. Central Time, April 3, 2018	
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Cal Lopez; HomelessEducation@tea.texas.gov , (512) 463-9414	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Irving Independent School District	Dallas County-057912		
Vendor ID #	ESC Region #	DUNS #	
	10		
Mailing address		City	State ZIP Code
PO Box 152637		Irving	TX 75015-2637

Primary Contact

First name	M.I.	Last name	Title
Gale	L	Wortham	Homeless Liaison
Telephone #	Email address		FAX #
972-600-6113	gwortham@irvingisd.net		972-215-5218

Secondary Contact

First name	M.I.	Last name	Title
Jose		Villasenor	At-Risk and Responsive Services Coordinator
Telephone #	Email address		FAX #
972-600-5025	jvillasenor@irvingisd.net		972-215-5218

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
José		Parra	Superintendent of Schools
Telephone #	Email address		FAX #
972-600-5001	jparra@irvingisd.net		972-600-5003

Signature (blue ink preferred)

Date signed

3/28/18

Only the legally responsible party may sign this application.

701-18-109-026

Schedule #1—General Information

County-district number or vendor ID: 057-912

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057-912

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 057-912

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including a public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth.
4.	The applicant provides assurance that it will review and revise any policies that may act as barriers to the identification, enrollment and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.
5.	The applicant provides assurance that it will provide access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held.
6.	The applicant provides assurance that the use of subgrant funds will comply with section 722(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act.
7.	The applicant provides assurance that all homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, Career and Technical, Gifted and Talented, and Bilingual/ESL Education.
8.	The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported.
9.	The applicant provides assurance that midyear and end of year performance evaluation reports are submitted for each year grant funds are received.
10.	The applicant provides assurance that it will collaborate with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth.
11.	The applicant provides assurance that collaboration will occur with the homeless liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth.
12.	The applicant provides assurance that services provided by grant funds will not replace regular academic programs.
13.	The applicant provides assurance that all identified and enrolled homeless children and unaccompanied youth are accurately reported in TSDS PEIMS in a timely manner.
14.	The applicant provides assurance of collaboration with local social service agencies to provide support services and community resources for homeless children, unaccompanied youth and their families.
15.	The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student.
16.	The applicant provides assurance that performance and fiscal monitoring reports are submitted for each year grant funds are received.
17.	The applicant provides assurance that it will remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.

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- | | |
|-----|--|
| 18. | The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings. |
|-----|--|

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By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 057-972

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable. Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name N/A	Telephone number	Funding amount
	County-District Name	N/A	Email address	
Member Districts				
2.	County-District #	Name N/A	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 057-912			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID: 057-912

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 057-912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Irving ISD is applying for this grant, as it will allow for the continuation of funding to secure both material items as well as personnel required to provide quality services to children and youth in homeless situations. This grant will benefit the homeless population within the Irving ISD community, by providing the funds needed to operate and maintain the district's homeless program's on-site clothes closet. Grant funding will also provide funding for the continuation of one part-time social worker position, whose role is to work with students on an individual basis and to connect students to appropriate services in an effort to ensure their academic success.

As the grant proposal was written, the Homeless Education Liaison and the Federal Funds Accountant collaborated on the needs of the program as well as the entire budget for the program. The previous year's budget was reviewed to determine how to improve upon the program as a whole. The initial budget is decided upon according to the outcome of these discussions. Monthly account reports are generated by the Secretary to the Director of Guidance, Counseling and College Readiness for the Homeless Education Liaison. In this way, account balances are consistently monitored in order to ensure that all funds are used by the end of the grant. Quarterly and final expenditure reports are developed and submitted by the district's Federal Funds Accountant. As the school year progresses, the Homeless Education Liaison and the Federal Funds Accountant meet on a regular basis to review both the needs of the program, as well as, the program's budget. If changes need to be made to the budget, the amendment process is initiated.

Irving ISD has identified an average of 1,040 homeless students over the last 3 year grant cycle. The primary goal of the homeless program is to assure the academic needs of students in homeless situations are being met, as outlined by the McKinney-Vento Act.

Throughout conversations with service providers, district staff, students and families, the Homeless Education Liaison has developed the needs assessment for the program. Ongoing discussions about the effects of homelessness on students have been explored with collaborators. These discussions have also included barriers and challenges our homeless students face on a daily basis. Some examples, of data reviewed by the Homeless Education Liaison include: the number of homeless students identified within the district, attendance trends of homeless students in comparison to the district rate, proficiency in state assessments in comparison to all students and the graduation rate of homeless students in comparison to the district graduation rates. Additionally, the Homeless Education Liaison has reviewed information about the overall demographics of the city of Irving, the overall effects of poverty on the city as a whole, the economic makeup of the city of Irving and services offered to the homeless.

The Homeless Education Liaison routinely reviews the needs assessment, in consultation with program staff, administrators and collaborators, to determine it's efficacy. In addition, feedback is obtained through correspondence with attendance administrators and campus homeless liaisons. Feedback addresses any areas of concern and identifies suggested methods of improvement. If adjustments are needed to better serve the children and youth who are experiencing homelessness, the Homeless Education Liaison explores those revisions with the overall goal of academic success for every student in mind.

The district Homeless Education Liaison manages the project's daily operations. The liaison will work closely with program staff and attendance administrators to ensure homeless students are accurately identified. The district Homeless Education Liaison will supervise two part time social workers who will work on high school campuses and one intake clerk. The district homeless liaison will work with administrators and campus staff to ensure they have a solid understanding of the McKinney-Vento law through annual trainings and ongoing discussions. All members of the homeless program's team will work with identified families to ensure they are receiving all appropriate services and necessary referrals to outside agencies.

Ongoing conversations with staff involved, reviewing data regarding goals, attendance and needs assessments will be held regularly to review progress and make determinations if changes are needed. If budget or program changes are needed, the amendment process will be initiated on a timely basis.

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 057-912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

While preparing this grant application, the Homeless Education Liaison thoroughly reviewed all statutory requirements and all TEA requirements to ensure accurate and complete responses to all requirements (as outlined in schedules 16 and 17). This process allowed for a review of current practices to determine any areas of weakness as well as an opportunity to highlight the strengths and successes of the program.

In conclusion, Irving ISD is committed to the goals of this grant. Irving ISD has been the recipient of the TEXSHEP grant for 15 years. The district has also been the recipient of the TXHEARRA grant as well as many other grants for various programs. Irving ISD has shown efficiency in managing grant funds and has received numerous awards for fiscal responsibility. The district's commitment to the goals of this program is furthermore demonstrated by the additional support provided to the program through the addition of a second part time social worker position. Furthermore, the district has provided a team of 13 attendance administrators since 2014. Part of the job description for these staff members includes providing support to the homeless program. Their duties include personally meeting with the students and families the program serves and working with program staff in an effort to promote academic success for students living in homeless situations.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 057-912				Amendment # (for amendments only):	
Program authority: McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act (42 U.S.C. 11431 et seq.)					
Grant period: September 1, 2018, to August 31, 2019			Fund code/shared services arrangement code: 206/295		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$44,810	\$0	\$44,810
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$25,635	\$0	\$25,635
Schedule #10	Other Operating Costs (6400)	6400	\$7,166	\$0	\$7,166
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$77,611	\$0	\$77,611
Percentage% indirect costs (see note):			N/A	\$3,014	\$3,014
Grand total of budgeted costs (add all entries in each column):			\$77,611	\$3,014	\$80,625
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$80,625
Percentage limit on administrative costs established for the program (8%):					× .08
Multiply and round down to the nearest whole dollar. Enter the result.					\$6,450
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)			
County-district number or vendor ID: 057-912		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
Program Management and Administration			
4 Project director			\$
5 Project coordinator			\$
6 Teacher facilitator			\$
7 Teacher supervisor			\$
8 Secretary/administrative assistant			\$
9 Data entry clerk			\$
10 Grant accountant/bookkeeper			\$
11 Evaluator/evaluation specialist			\$
Auxiliary			
12 Counselor			\$
13 Social worker	1	0	\$44,810
14 Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
15 ESC specialist/consultant			\$
16 ESC coordinator/manager/supervisor			\$
17 ESC support staff			\$
18 ESC other			\$
19 ESC other			\$
20 ESC other			\$
Other Employee Positions			
21 Title			\$
22 Title			\$
23 Title			\$
24	Subtotal employee costs:		\$
Substitute, Extra-Duty Pay, Benefits Costs			
25 6112 Substitute pay			\$
26 6119 Professional staff extra-duty pay			\$
27 6121 Support staff extra-duty pay			\$
28 6140 Employee benefits			\$
29 61XX Tuition remission (IHEs only)			\$
30	Subtotal substitute, extra-duty, benefits costs		\$
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$44,810

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 057-912		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose: N/A	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$
(Sum of lines a, b, and c) Grand total		\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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By TEA staff person:

Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 057-912		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$25,635
Grand total:		\$25,635

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 057-912		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$7,166
Grand total:		\$7,166

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 057-912			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1	N/A	N/A	N/A	\$
66XX—Computing Devices, capitalized				
2	N/A		\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12	N/A		\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19	N/A		\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29	N/A			\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 057-912

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	30,048	88.67%	
Identified homeless students	558	1.65%	
Students identified homeless with a 5A Crisis Code	63	0.19%	
Students identified homeless with a 5B Crisis Code	0	0.00%	
Students identified homeless with a 5C Crisis Code	0	0.00%	
Attendance rate for identified homeless students	NA	91.63%	
Attendance rate for economically disadvantaged students	NA	96.17%	

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type:		<input checked="" type="checkbox"/> Public	<input type="checkbox"/> Open-Enrollment Charter											
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
32	38	31	46	37	51	44	43	42	40	42	33	38	41	558

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Schedule #13—Needs Assessment

County-district number or vendor ID: 057-912

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The needs assessment process includes a review of all aspects of the McKinney-Vento Act. The Homeless Liaison utilizes an assessment tool to ensure all focus areas are reviewed and prioritized. The Homeless Liaison reviews data relating to the numbers of homeless students served, their living situations, attendance rates, standardized testing scores and graduation rates.

All data is reviewed to determine the current level of achievement for homeless students in comparison to the level of achievement for non-homeless students. Through an evaluation of the program on a regular basis, the liaison is able to determine areas of strengths and weakness. These areas are then further examined to formulate a needs assessment.

Some of the barriers identified for homeless children and unaccompanied youth include challenges with identification, attendance and academic success. Through the school registration process, students are not always accurately identified as living situations change throughout the year. With the assistance of campus staff and through ongoing trainings, the district has demonstrated a strong understanding of which students are likely to qualify for McKinney-Vento services. Project staff field phone calls from campuses and reach out to the families of students who might qualify. Follow up efforts and screenings are made through phone calls, campus visits and/or home visits.

Project staff work with the Campus Operations Department and campus staff to identify issues with attendance. Parent meetings, phone calls and/or home visits are conducted with students and families to determine the best approach for intervention and improved attendance. The project also works with campus staff and counselors to ensure the barriers of homelessness are removed when identifying academic challenges.

Additionally, the Homeless Liaison works closely with administrative staff and community service providers. Meetings occur on a consistent basis to obtain feedback on how the systems can work together to ensure adequate services are being provided to this vulnerable population. The overall goal being to remove barriers so children can reap the benefits of the highest quality education.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 057-912

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Irving ISD needs to conduct additional outreach activities in the schools and in the community to raise awareness about homelessness as well as to improve identification of homeless students, to make families and students aware of the supports available.	Program staff will continue to conduct community trainings, such as period trainings within the community as well as internally. By better identifying students in homeless situations, the Irving ISD homeless program is better able to provide necessary support to the students and families.
2.	Students in homeless situations need special attention and tutoring in order to reduce the achievement gap between homeless and non-homeless students	Program staff will continue to ensure that students in homeless situations receive the same learning opportunities as all students, before, during and after school. Follow up is done with students to address any barriers and to provide necessary services and referrals.
3.	Irving ISD needs to work collaboratively with parents and interdepartmentally in order to improve upon the attendance rate of our students in homeless situations.	Program staff will make efforts to ensure that homeless students attend school on a regular basis, promoting their overall academic success. Staff will work with students, families, school staff and the transportation office to ensure transportation assistance is being provided. Program staff will continue to monitor attendance, attend parent meetings, and home visits to address attendance issues as they arise.
4.	Irving ISD needs to assist families experiencing homelessness with appropriate services and resources which allows for overall improved school success.	Program staff works closely with students and their families to assist with ensuring their basic needs are met, i.e., food, shelter referrals, transportation, medical referrals, etc. By addressing these basic needs, students are more apt to focus on their academics.
5.	Irving ISD needs to assist families experiencing homelessness with appropriate educational materials and resources which allow for overall improved school success.	The on-site clothes closet provides emergency clothing, hygiene kits, baby care kits, school supplies and back packs. These services are provided in one central location or are delivered to families, when transportation needs are present. Additionally, the summer reading enrichment program provides reading materials to reinforce skills and to help students learn to read independently.

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Schedule #14— Management Plan

County-district number or vendor ID: 057-912

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Homeless Education Liaison	Licensed Master's Level Social Worker. Experience managing program for or working with children in poverty and/or homelessness.
2.	Homeless Education Social Workers	Licensed Master's Level Social Worker (two part-time social workers). Experience working with children in poverty and/or homelessness. Bilingual preferred. Prior school social work experience preferred.
3.	Homeless Education Clerk	Experience working with children in poverty and/or homelessness. Bilingual preferred. Prior school experience preferred.
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Identification of homeless students	1. Post outreach posters at all campuses	Ongoing/Annually	Ongoing/Annually
		2. Follow up on student registrations	Ongoing	Ongoing
		3. Conduct phone interviews and screenings	Ongoing	Ongoing
		4. Conduct home visits, as agreed upon	Ongoing	Ongoing
		5. Train community service providers	Ongoing	Ongoing
2.	Student tracking and reporting	1. Review reports on attendance and grades	Ongoing	Ongoing
		2. Identify areas of concern	Ongoing	Ongoing
		3. Remove barriers which might exist	Ongoing	Ongoing
		4. Develop plans for academic success	Ongoing	Ongoing
		5. Meet with students regularly	Ongoing	Ongoing
3.	Personal Graduation Plans	1. Graduation plans begin Freshman year	Ongoing	Ongoing
		2. Counselors meet with students annually	Ongoing	Ongoing
		3. Dual credit and advanced placement are offered	Ongoing	Ongoing
		4. Credit recovery options explored, if needed	Ongoing	Ongoing
		5. Graduation plans are developed	Ongoing	Ongoing
4.	Emergency Clothes Closet	1. Identify and clear space for the clothes closet	01/01/2015	02/01/2015
		2. Purchase emergency clothing items	02/01/2015	Ongoing
		3. Obtain donations of school supplies	07/01/2015	Ongoing
		4. Purchase hygiene kits and baby care kits	02/01/2015	Ongoing
		5. Deliver clothes closet resources to students	Ongoing	Ongoing
5.	Summer Reading Enrichment	1. Determine best program option for students	Every Spring	Every Summer
		2. Identify products which will best serve students	Every Spring	Every Summer
		3. Purchase reading enrichment materials	Every Spring	Every summer
		4. Deliver reading materials to students	Every Spring	Every summer
		5. Receive feedback regarding summer program	Summer/Fall	Summer/Fall

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 057-912

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district Homeless Education Liaison provides formal training, as well as training through ongoing dialogue with attendance administrators, attendance officers, counselors, data entry clerks, attendance clerks and campus homeless liaisons regarding the identification of students in homeless situations. When campus staff become aware of a student who might qualify, they notify the district Homeless Liaison to assess eligibility. The district liaison also provides training to community organizations who serve people in need and accepts referrals from these organizations regarding students who may qualify for the homeless program. The district liaison also receives referrals directly from family members, friends and other community members regarding students who might be considered homeless.

Irving ISD staff work together to identify the needs of students. Parent meetings and/or home visits are conducted, as needed to ensure all barriers to school attendance which might exist are removed. Project staff monitor attendance, grades and standardized testing scores to identify problematic areas and strengths of the program. This helps to guide the direction of the program. Additionally, the district liaison completes mid-year and year-end program evaluations to thoroughly review the strengths and weakness of the program.

Changes are communicated to administrative staff, teachers, students, parents and members of the community through staff meetings, parent meetings, phone calls and emails. The district liaison attends the Irving Community Action Network Meetings on a monthly basis. These meetings are attended by community organizations and community service providers. Attendees are given the opportunity to discuss the challenges and barriers which exist in serving the homeless population. Attendees work together to develop a streamlined approach to providing appropriate services to children, youth and families experiencing homelessness.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you demonstrate a commitment to education for all homeless children and unaccompanied youth? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Irving ISD's Campus Operations Team, which includes attendance administrators and attendance officers work closely with the homeless program within Irving ISD. Each campus has an assigned attendance administrator and attendance officer. The attendance administrators conduct follow up home visits with each student and family identified as homeless within the district. McKinney-Vento services and resources are provided to the family throughout the year. Attendance staff work with project staff, as well as, campus staff to identify and address concerns with grades/attendance/etc as they arise. All staff ensure the immediate enrollment of students in homeless situations.

In an effort to identify all homeless children and unaccompanied youth in the community, the liaison attends ongoing work group meetings to collaborate with community partners. The liaison works closely with these organizations to identify the effects of homelessness on the student's education and overall well-being. Service providers work together to determine appropriate referrals needed for the family. By providing services to meet all identified needs, the likelihood of the student experiencing academic success is heightened. Social workers work individually with unaccompanied youth to help identify resources and attempt to locate housing options, when needed.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 057-912

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Review program related statistics and PEIMS data	1.	Attendance rates to identify problematic areas and areas of improvement
		2.	Graduation rates to identify problematic areas and areas of improvement
		3.	Standardized testing results to identify areas of improvement
2.	Needs Assessment	1.	Feedback from students, families and staff members
		2.	Parent meetings/school meetings
		3.	Feedback/collaboration with community service providers
3.	Mid-Year and Year-End Evaluations	1.	Statistics and PEIMS data
		2.	Narrative responses to program goal achievement
		3.	Thorough review of services provided and ongoing needs of the students
4.	Surveys of training provided	1.	Feedback from district staff and community about trainings provided
		2.	Increased knowledge of the identification of and effects of homelessness.
		3.	Attendance logs from training sessions to ensure attendance.
5.	Staff Meetings	1.	Dialogue with staff affirms an understanding of the McKinney-Vento Act
		2.	Students experiencing homelessness have their educational needs met
		3.	Staff understand the goals of the homeless program

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The project will collect and utilize program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data through PEIMS. All students who are identified as homeless are coded through eSchool, as well as, the services provided to each student identified as homeless. Data is then reviewed at periodic intervals throughout the year. Staff meetings are held to identify any concerns with project delivery.

The project is formally reviewed mid-year and at the end of the school year. Statistics are reviewed as they relate to students experiencing homelessness in comparison to students who are not homeless. Achievement results and attendance data are reviewed to determine any trends that might exist. Project goals are reviewed and adjusted as needed throughout the review process to assist with improved outcomes. The review process provides an opportunity to look at the data collectively to identify the strengths and weaknesses of the program.

The Homeless Education Liaison will share information with the Director of Guidance, Counseling and College Readiness regarding the progress in meeting milestones under this grant, any challenges experienced and action plans, as needed.

Additionally, data is collected during the Point In Time homeless count every January. This data provides information about the number of homeless students and families being served by our community. It also provides insight into the effectiveness of services being offered and the need for additional resources. Priorities are outlined, as well as, any barriers that are identified with project delivery.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 057-912

Amendment # (for amendments only):

Statutory Requirement 1: Describe the services and program that will be provided to address the identified needs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activity Description	Estimated # to Participate	General Location and Position Responsible for Completing	Documentary Evidence and Position Responsible for Collecting Evidence	Related Need(s) (from Schedule 13)
McKinney Vento outreach posters in visible locations.	36	All 36 Campuses/Homeless Education Liaison	Completed log/Homeless Education Liaison	1
Training of District staff	450	Administrative Office/Homeless Education Liaison	Sign in sheets/Homeless Education Liaison	1
Participation in the Irving Community Action Network	25/Monthly	Irving City Hall/Homeless Education Liaison	Sign in sheets, agenda/Homeless Education Liaison	1
Summer Reading Enrichment Program	1075	Campuses/Homeless Education Liaison	Completed log/Homeless Education Liaison	2
Mentor Program	500	Campuses/At-Risk Coordinator	Assignments from the At-Risk Coordinator	2
Student Tracking and Reporting	1075	Campuses/Homeless Education Liaison	Intake Notes/Homeless Education Liaison	3
Personal Graduation Plans	80	High School Campuses/Counselors	Graduation Plans	2
Family Support- Consultation	1075	District offices and campuses/home visits- Homeless Education Liaison	Intake Forms/Service Referral Sheets	4
Participation in the Youth Committee through Metro Dallas Homeless Alliance	20	Various organizations/Homeless Education Liaison	Sign in sheets	1
Organize and operate a clothes closet	1075	Clothes Closet at Administrative Annex Building/Homeless Education Liaison	Service/Referral Sheets	5

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057-912

Amendment # (for amendments only):

Statutory Requirement 2a: Identify collaborators from other state and local agencies that serve homeless children and unaccompanied youth and describe the collaborative activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	LEA/ESC or Community Collaborator (Do not list personal names. Only list names of departments or organizations)	Brief Description of Collaborative Activities
Ex. 1:	National Honor Society at ABC HS	Provides weekend snack packs once per week for elementary students
Ex. 2:	Interfaith Ministries	Provides new blankets for homeless children and provides vouchers for shoes at local stores.
1.	Irving Cares	Provides food pantry; transportation and prescription assistance; job search assistance; case management
2.	Northgate United Methodist Church	Provides clothing assistance, food pantry, uniform assistance
3.	First United Methodist Church	Provides food assistance and Many Helping Hands program once monthly
4.	City of Irving Housing and Human Services	Seeks opportunities that can help reduce homelessness within the city of Irving; offers housing/case management programs to families
5.	Family YMCA of Irving	Offers programs free of charge for students in program; Play and Learn, Teen Leadership
6.	Winfree Academy Charter Schools	Offers alternative programs for students who are struggling academically in the traditional school setting, as well as addiction recovery
7.	The Main Place	Provides clothing and personal items for homeless teens and individuals and/or families in need
8.	Irving Community Clinic	Prescription Assistance Program and medical/dental services
9.	Family Promise of Irving	Supports families who are experiencing homelessness as they search for new jobs, undergo job training and obtain permanent housing
10.	Brighter Tomorrows	Empowers victims of domestic violence and sexual violence by providing safe shelter, support services to to reduce violence in our communities
11.	City of Irving Planning and Community Development	Gathers statistical information and demographics pertaining to Irving; such as, population, housing and employment
12.	LaBuena Vida	Programs offered to unaccompanied homeless youth. Programs include housing, leadership development and higher education opportunities
13.	Salvation Army	Provides rental, food and holiday assistance to families experiencing homelessness
14.	Saint Vincent de Paul	Offers rental assistance and food assistance
15.	Irving Family Advocacy Center	Offers bilingual counseling services for individuals and families; child therapy services

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057-912

Amendment # (for amendments only):

Statutory Requirement 2b: Describe how the proposed use of funds will facilitate the identification, enrollment, and educational success of homeless children and unaccompanied youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Funds received from this grant would facilitate the identification, enrollment and educational success of homeless children and unaccompanied youth by providing funding for the training of project staff. Project staff will attend various conferences through the year and are mandated to attend the Texas Conference on Ending Homelessness.

Funds will also be utilized to employ one part-time social worker to be housed at the Barbara Cardwell Preparatory Center. This social worker will work with students who are identified as homeless at this school, as well as other schools within the district. The social worker monitors grades and attendance to improve academic success, arranging transportation and providing service referrals as needed.

Funds from this grant would also be used to allow for the ongoing operation of the homeless program's clothes closet, providing emergency clothing, school supplies and hygiene items to students in need.

Statutory Requirement 2c: Describe the extent to which the applicant will promote the meaningful involvement of parents or guardians of homeless children and the youth in the education of their children. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The project will work with parents beginning at the intake process and throughout the year. The project works to identify the educational needs of each student identified as homeless and serves as both a liaison and an advocate for the homeless student and their parents or guardians. Project staff attend scheduled meetings and address the barriers of homelessness which might exist.

The program will distribute a newsletter on a quarterly basis to the students and their parents or guardians. This newsletter includes parenting and educational tips and articles. The newsletter highlights community resources and services offered through the program, along with the definition of the McKinney-Vento Act.

Each year, the program participates in a holiday assistance program, which includes students and their families. This provides an opportunity for students and their parent or guardians to become more familiar with program staff and services offered.

Statutory Requirement 2d: Describe the extent to which homeless children and unaccompanied youth will be integrated into the regular education program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Homeless children and unaccompanied youth will be integrated into the regular education program by being permitted to enroll in school immediately, regardless of missing documentation; such as proof of residency, immunization records, birth certificates, school records and/or legal guardianship papers.

Homeless children and unaccompanied youth will be provided with uniform and clothing assistance, school supplies and other educational items, as needed to allow for their academic success.

Students identified as homeless will be provided with transportation assistance and will be allowed to participate in all of the same programs as non-homeless students.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 057-912

Amendment # (for amendments only):

Statutory Requirement 3a: Describe the process for the development and preparation of the LEA's plan for coordinating services for eligible homeless children and unaccompanied youth using Title I, Part A reservations/set-asides. In the chart, include the actual set-aside for 2016–2017 and the planned set-aside for 2017–2018. For applicants applying as a SSA, provide set-asides for each LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Title I and the Irving ISD Homeless Programs work collaboratively to ensure that all students, including those living in homeless situations, are provided with a quality education that will ensure academic success. This collaboration allows for coordinated planning, service delivery and funding for homeless students.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	141,993	The homeless liaison's salary will be 100% paid out of Title I funds, as well as that of one of the part-time social workers. The second part-time social worker will be paid out of grant funds. Additional funds will cover supplies, materials, and other operating costs for the homeless program.
Planned Set-Aside for 2017–2018	144,832	The homeless liaison's salary will be 100% paid out of Title I funds, as well as that of one of the part-time social workers. The second part-time social worker will be paid out of grant funds. Additional funds will cover supplies, materials, and other operating costs for the homeless program.

Statutory Requirement 3b: How does the LEA determine its reservation/set-aside amount, how does the LEA assist staff in understanding the LEA's policy/procedure to support homeless students using these funds, and how does the LEA address the needs of homeless students in the Campus Improvement Plan? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Irving ISD wants to ensure coverage of human capital (the homeless education liaison and the part-time social worker's salaries). The budget is reviewed to determine what supplies, materials and other operating costs were covered by Title I funds in the past to calculate next year's planned expenses.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 057-912	Amendment # (for amendments only):
Statutory Requirement 4: Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
Required Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
School Selection: Each homeless child and unaccompanied youth has a right to remain at his or her school of origin or to attend any school that serves students who live in the attendance area in which the child or unaccompanied youth is living. State law also permits homeless children and youth to attend any school district in Texas (TEC Sect. 25.001(5)).	Yes
Enrollment: Homeless children and unaccompanied youth must be enrolled immediately and may not be denied or delayed enrollment due to the lack of any documentation normally required for enrollment.	Yes
Transportation: Shall be provided to and from the school of origin for a homeless child or unaccompanied youth, when requested by the parent, guardian, or unaccompanied youth.	Yes
Services: Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	Yes
Disputes: If a dispute arises over eligibility, school selections, or enrollment; the homeless child or unaccompanied youth shall be the school in which the parent, guardian or unaccompanied youth seeks enrollment pending resolution of the dispute. Do you have a Dispute Resolution Policy?	Yes
Free meals: Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	Yes
Title I: Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	Yes
Training: Liaisons conduct professional development to improve identification, heighten awareness, and capacity to respond to the specific needs of homeless students and unaccompanied youth to the following LEA and school staff at least once a year: assistant superintendents, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, cafeteria workers, school nurses and teachers.	Yes
Coordination: Liaisons shall coordinate and provide referrals to medical, housing, public and private service providers; to support the education of homeless and unaccompanied homeless youth.	Yes
Pre-School: Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	Yes
Transition to Higher Education: Liaisons shall coordinate individualized academic counseling services to prepare unaccompanied youth for college and career; including but not limited to, providing verification of their independent status for post-secondary applications; college visits; financial aid; on-campus support services; etc.	Yes

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 057-912

Amendment # (for amendments only):

TEA Program Requirement 1: Describe the process or procedures that are utilized to identify and/or enroll homeless students and unaccompanied youth who: (a) are entering and/or returning to their schools from summer or holiday break, (b) become homeless after the school year has started, (c) are not currently enrolled or attending school, and (d) are eligible for early childhood and/or prekindergarten programs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As part of the online registration process for all students at the beginning of each academic school year, Student Residency Questionnaires (SRQ's) are completed. In addition, the SRQ's are completed for all new enrollees and in-district transfers throughout the school year. All 36 school campuses have an assigned attendance administrator. SRQ's for families who indicate responses which might meet McKinney-Vento criteria are pulled daily and screened by program staff to determine eligibility. Attendance administrators are then assigned to schedule home visits when feasible and agreeable by the family. The home visit serves as support for the family and an additional opportunity to ensure students are receiving appropriate services through the program and connected to outside agencies through referrals. The Attendance administrators are provided with training, through ongoing staff meetings, on the identification of homeless students. Each campus also has a staff member that has been identified as the campus homeless liaison. The district liaison maintains close communication with the campus liaisons to make sure students are being identified properly.

The district liaison provides training and ongoing dialogue with attendance administrators, counselors, office staff and campus homeless liaisons regarding the identification of students in homeless situations. When campus staff become aware of a student who might qualify as homeless, they notify the district homeless liaison to assess eligibility. The district liaison also provides training for community organizations who serve people in need and accepts referrals from these organizations regarding students who may qualify for the homeless program. The district liaison also receives referrals directly from family members, friends, and other community members regarding students who might be considered homeless. If the living situation has changed since enrollment and the student qualifies, a new residency questionnaire is completed.

The program receives referrals from shelter case managers, non-profit agencies, City of Irving Police and Fire departments, and the City of Irving Housing and Human Services Department. Referrals are also received from those Dallas County agencies who serve homeless families and children, such as Dallas County Metro Homeless Alliance. Memberships and participation in local committees also yield information on homeless children not currently enrolled or attending school, as well as, children who are eligible for early childhood and/or pre-kindergarten programs. Some of these committees are the Homeless Count Committee, City of Irving Emergency Crisis Team, Irving Community Action Network, etc.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057-912

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the training and professional development that are in place to assist with the identification, enrollment, and increased capacity to respond to the specific educational needs of homeless children and unaccompanied youth, including for: (a) administrative, instructional, and support staff; and (b) service providers and/or community collaborators. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district liaison provides training to the attendance administrators, attendance officers, attendance clerks, data processing clerks and counselors on an annual basis, as well as through ongoing dialogue. Training includes information on the definition of homelessness, how homelessness effects a student's education, the identification process, the rights of students in homeless situations and the services provided by the homeless education program.

The district liaison attends ongoing work group meetings to collaborate with community partners. She works closely with these organizations to identify the effects of homelessness on the student's education and overall well-being. Service providers work together to determine appropriate referrals needed for the family. By providing services to meet all identified needs, the likelihood of the student experiencing academic success is heightened. Trainings and presentations are provided to community organizations, as requested, to raise awareness of homelessness.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057-912

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how early interventions and ongoing progress monitoring will be implemented to address the academic needs of homeless children and youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Irving ISD is committed to keeping students in school and to helping them graduate. In an effort to increase awareness of homelessness and improve the identification of students in homeless situations, the Irving ISD homeless program will provide training to staff, the community, and families regarding the rights of students and services available. The homeless program works to promote the academic success of students in homeless situations, by providing services such as a summer reading enrichment program, social work services and assistance with financial aid/FAFSA applications.

Irving ISD's focus on college readiness begins at the elementary level. Graduation plans are implemented at the high school level, with meetings between counselors and every student occurring each year. All Juniors within Irving ISD take the ACT test. Furthermore, dual credit and advanced placement programs are offered at no cost to our students.

Irving ISD offers alternative education programs to students when discipline interventions can not be handled on the student's home campus. The Campus Operations Department focuses on attendance and truancy issues and the district's overall attendance rate averages 96%, while the average attendance rate for homeless students averages 92%.

Social workers and project staff will work with campus staff to provide early interventions and to address academic concerns, as they arise. Project staff monitor progress of students identified as homeless on an ongoing basis. Project staff maintain communication with campus counselors, attendance administrators and campus administrators to address any challenges and barriers which might exist in addressing the academic needs of homeless children and youth. The program will encourage parental involvement through family newsletters and workshops and will also provide social work support to help families access needed resources. With the continuation of this project, we expect improved attendance rates, higher graduation rates and increased success on state assessments

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 057-912

Amendment # (for amendments only):

TEA Program Requirement 4: Describe the procedures in place to review, monitor, and implement academic support services to ensure secondary homeless students are on track for grade-level promotion, graduation, and college and career readiness. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Project staff work diligently to review, monitor and implement academic support services by working closely with students who are experiencing homelessness. Staff communicate with counselors to identify needs as they arise and plans are developed, as needed, to assist with ensuring academic success.

The project works with the Campus Operations Department to conduct home visits and provide support to students who are at risk of dropping out. The team works together in an effort to improve attendance for homeless students and to ensure there are no barriers with transportation or other services to ensure academic success.

Irving ISD also offers an alternative to the traditional high school setting, through Barbara Cardwell Career Preparatory Center. If eligible, students are able to attend one of the programs offered through this high school, which also assists with credit recovery. One of their programs provides an online self-paced digital learning opportunity, in which students are able to have flexible schedules while working toward high school graduation. Another program offered through Barbara Cardwell Preparatory Center provides a smaller learning environment, which enhances academic and emotional support for the student.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 057-912

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057-912

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057-912

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 057-912

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057-912

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057-912

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 057-912

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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